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ABSTRACT

The educational philosophy, goals, and graduate program of the Department of Educational Leadership at Wright State University are described in this paper. The department offers two masters degrees, called respectively the Teacher Leader degree and the Educational Leadership degree. Both degrees are composed of seven developmental strands: professional development; ways of knowing; foundations; psycho-social dimensions of education; curriculum and instruction; school organization; and research. A second master's degree designed to follow and complement the two existing degrees is also described, as is the Educational Specialist Degree, a cooperative effort between Wright State University and the University of Dayton. Two figures illustrate the program models. (LMI)

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Department of Educational Leadership

Philosophy, Mission and Program

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July, 1989

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A KNOWLEDGE BASE MODEL

FOR

PREPARATION OF EDUCATIONAL LEADERS

JULY, 1989

PHILOSOPHY OF EDUCATION

The Department of Educational Leadership's philosophy of education is dualistic. The two major elements of the philosophy are represented by the terms rationalism and individualism. The natural tension between these two viewpoints is considered to be both dynamic and constructive. In a continual and forceful examination of the nature of advanced education, ideas from each perspective will be proposed, utilized, refined, and eventually valued or discarded. This examination of ideas should be the natural process of faculty interaction within the Department of Educational Leadership.

Rationalism is reflected in the Department's emphases on behavioral outcomes, logical decision-making, professional practice, and systematic program design. Programs and courses are explicit, goal-oriented, and defined by expected student outcomes. Decisions regarding both content and delivery of courses should reflect the most current and advanced theoretical and scientific knowledge. Graduates of the Department are expected to be capable of, and committed to, providing logical and systematic leadership in various roles.

Individualism is reflected in the Department's emphases on faculty and students making choices, being original, and being self-reliant with the desire for self-renewal. Programs and courses are designed to foster individual professional and personal growth, and to encourage students to search for meaning and values beyond/apart from established or traditional ones. Students should be exposed in their classes and in their work to multiple perspectives, theories, and philosophies relevant to the study of educational leadership. Students should be exposed to maximum options, points of view, concepts, and criticisms of the field.

The Department of Educational Leadership should model openness to new theories, philosophies, and value positions as they relate to all areas of educational leadership. Graduates of the Department are expected to be capable of, and committed to, using their leadership skills

in unique and ethical ways. Further, they should use their leadership roles to encourage others to make choices and exercise freedom and control.

PHILOSOPHY OF DEPARTMENTAL ADMINISTRATION

We, the members of the Educational Leadership Department, believe that the Department will be best served by developing and applying a variety of theories, philosophies, and positions to its own operations and functions. Openness, flexibility, and sensitivity to changing circumstances are essential to the proper operation of the Department.

Open discussion, free debate, free exchange of opinions and positions are essential to our functioning. Democratic, participatory processes should be at the heart of our operations. The points of view and positions of each individual Department member will be carefully considered, valued and respected.

MISSION STATEMENT

Programs to meet educational leadership needs in schools, human services, and human resource development are offered by the Department of Educational Leadership. This Department offers degrees and certification programs for elementary and secondary school teachers, principals, administrative specialists who work in school business management, pupil personnel, staff personnel, school community relations and other areas (assistant superintendents, superintendents and supervisors).

The Department also offers programs for individuals preparing for human service and educational leadership roles in business, industry, government, military, and a variety of other organizations. The Department offers masters degree programs for teachers who wish to strengthen their instructional leadership skills as it relates to the classroom and increase their

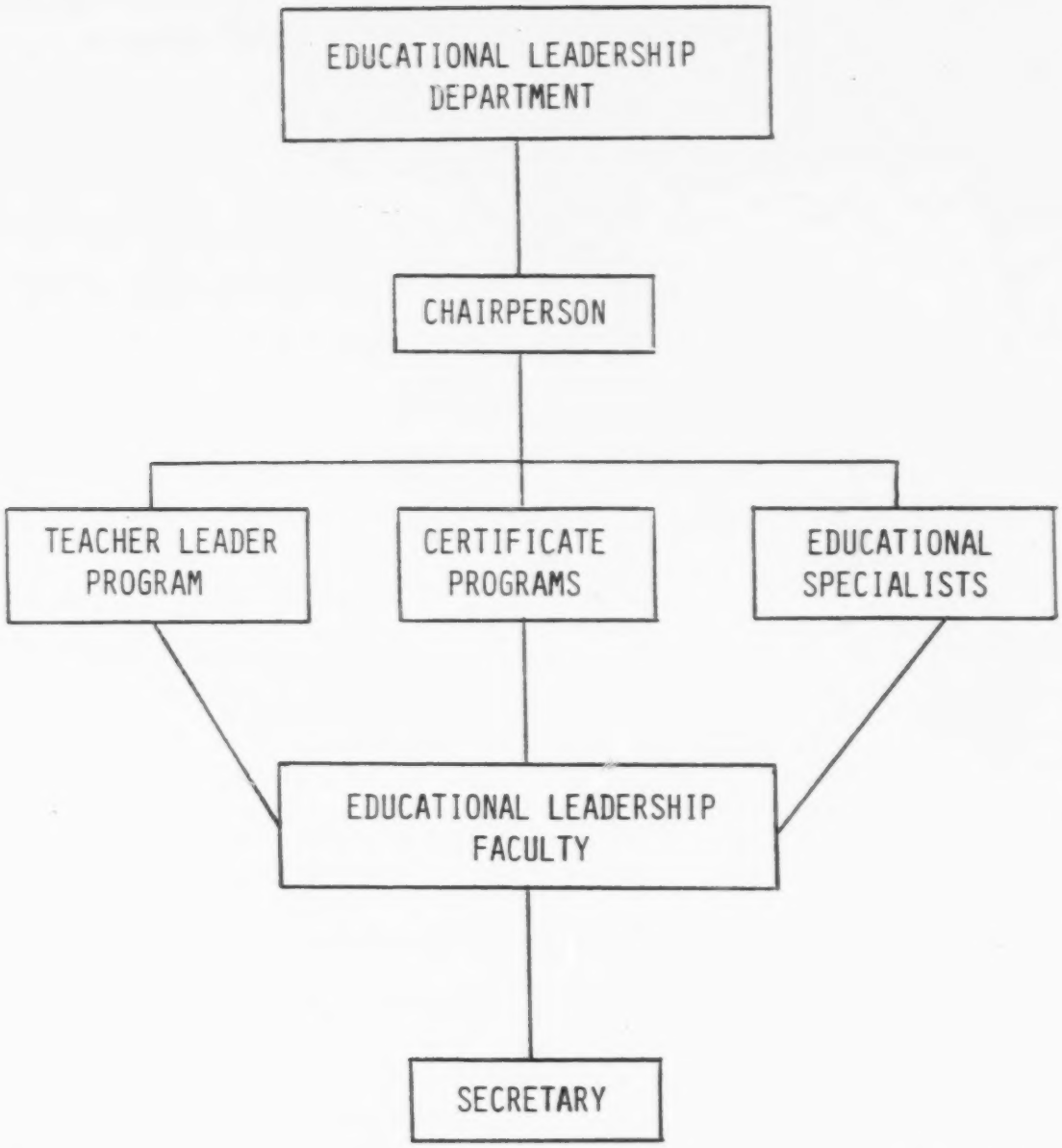
capability for long range leadership responsibility for American teachers.

ORGANIZATION

The Department of Educational Leadership is organized around a two separate masters level programs and the educational specialist degree. The Department is charged with the responsibility for designing and offering programs which address the needs of school leadership and human service personnel within our area. In addition, we have organized programs to respond to State of Ohio certification standards as necessary and prior to recommending an individual for certification. In keeping with both the university and college commitment to offer comprehensive and up-to-date programs, the Department of Educational Leadership reviewed all programs in 1985-86 and revised as necessary to ensure compliance with state certification standards and professional needs. It should be noted, state certification requirements beyond masters degree requirements are a powerful vehicle for structuring program requirements beyond degree minimums.

The attached organizational chart identifies the basic programs housed within the Department and the faculty members currently assigned to this unit. In discharging the authority confirmed upon the Department of Educational Leadership it should be noted that the unit functions effectively to develop, revise and implement programs related to the training of administrators and teachers for the public schools of Ohio. In discharging this authority the Department meets on a regular biweekly bases to review the following items:

1. Governance
2. Budget and Finance
3. Program Development Issues
4. Staffing
5. Facilities and Space



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G. Graham
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C. Ryan
J. Sturm

J. Young (PT)

ADJUNCTS

Used from the field - see Department files

CONTRIBUTING FACULTY

L. Brady
F. Gies
W. Gordon
J. Ricks
C. Willis

GRADUATE ASSISTANTS

6. Research and Development

7. Information Request

8. Off-Campus Professional Needs

The above management team check list provides structure and direction to Department meetings but also permits flexibility for items and issues not included in the above.

In an effort to involve professional practitioners the Department reestablished the Educational Leadership Advisory Council, effective October 1988, and it has had three meetings with this group to-date. We plan on three meetings per year and will be seeking professional advice from the Advisory Council in relation to the following items: program development, professional certification issues, trends and issues in the public schools and human services and program development ideas. Also, the Department has used adjunct professors from the professional field for the past eight years and a list of these persons is attached (See Appendix A).

The 1988-89 Strategic Plans were developed at the annual faculty retreat in early September and revised after input from EDL faculty and the Dean's Office. The strategic plan provides a sense of direction for achieving Department goals in program revision, doctoral program planning, planning special seminars and/or workshops, improving quality control, recruiting minority students to leadership programs and developing new relationships with the professional field. A copy of the strategic plan is available for review. It is noteworthy that the strategic plan is updated annually and is reviewed in relation to goals established by the university and College of Education, Dean's Office. To lead this type of planning the Department has an officially designated chairperson who is charged with convening the faculty on a regular bases to discuss issues as cited above and to serve on the Dean's Cabinet to insure input into the college governance process.

RESOURCES

The Department of Educational Leadership is housed in 372 Millett Hall and at the current time has faculty offices for all permanently assigned personnel. Space and facilities for delivery of classes, seminars and/or workshops is adequate but could benefit from an infusion of new instructional equipment funds. Also, the installation of the most modern electronic technology instructional delivery would be appropriate. For example, electronic carousels, instructional learning modules and automated sound tracking equipment to support lecture, discussion, use of visual aids and other learning modalities.

An analysis of the Department budget for the last three years indicates sufficient funding for supplies, telecommunications, and faculty travel. If an area of weakness is to be cited, it would be in the area of capital equipment. It should also be pointed out that the offices that are currently occupied by the EDL Department are not overly large and it is quite difficult to hold a meeting in these facilities when two or more persons are present.

An analysis of vitae for the faculty assigned to the Department of Educational Leadership indicates that of the current complement of nine FTE, a total of six have been trained in curriculum and instruction. Two faculty members have both training and administrative experience in educational administration and the other has training and experience in counseling psychology and higher education administration. The Department is currently short one FTE faculty and is in the process of searching for an additional member to support Department programs.

In terms of administrative and clerical support we have sufficient resources. In the areas of graduate assistants the Department has currently four assigned but as we move into doctoral programming this complement would need to increase by three.

The instructional resources for delivery of program are adequate but we are currently

using two to four adjunct professors to staff courses due to the shortage of two full-time equivalents. In meeting the ratio for practicum students we have been using twelve to one which is in compliance with the NCATE standard and somewhat below it. In fact, our practicum students are all employed full-time and meet the definition of part-time student. We are concerned about the use of part-time adjunct faculty to teach both in the Teacher Leader Program and the Educational Leadership offerings. As stated earlier, the retirement of two faculty members in 1988 has impacted delivery of courses and we have had to use two adjuncts in the Educational Leadership Program and four in the Teacher Leader Program during this current academic year. The replacement of the two faculty members will alleviate this situation as it relates to Educational Leadership but we may still have a problem in Teacher Leader. Graduate students are not used in teaching within the unit and it is not our intent to utilize their services in this matter in the foreseeable future. We do have a plan to orientate part-time adjunct faculty and the chairperson is responsible for coordinating this effort. We also assign a mentor supervisor as appropriate to assist adjunct faculty and their attendance at Department meetings is encouraged. In fact, during this particular year Dr. Leslie Brady from the Wright State Lake campus has attended on a regular bases and we have had good attendance from Drs. Gordon, Willis and Gies as appropriate items came up for discussion. It should be pointed out that those members of the Dean's staff who have professional training in the area of educational leadership and teacher leader are permitted to teach one quarter and we have used their services well.

MASTER DEGREE PROGRAMS OFFERED BY THE DEPARTMENT OF EDUCATIONAL LEADERSHIP

The Department of Educational Leadership offers two masters degrees designed to meet the leadership needs in the schools. The degrees are premised upon the philosophical position

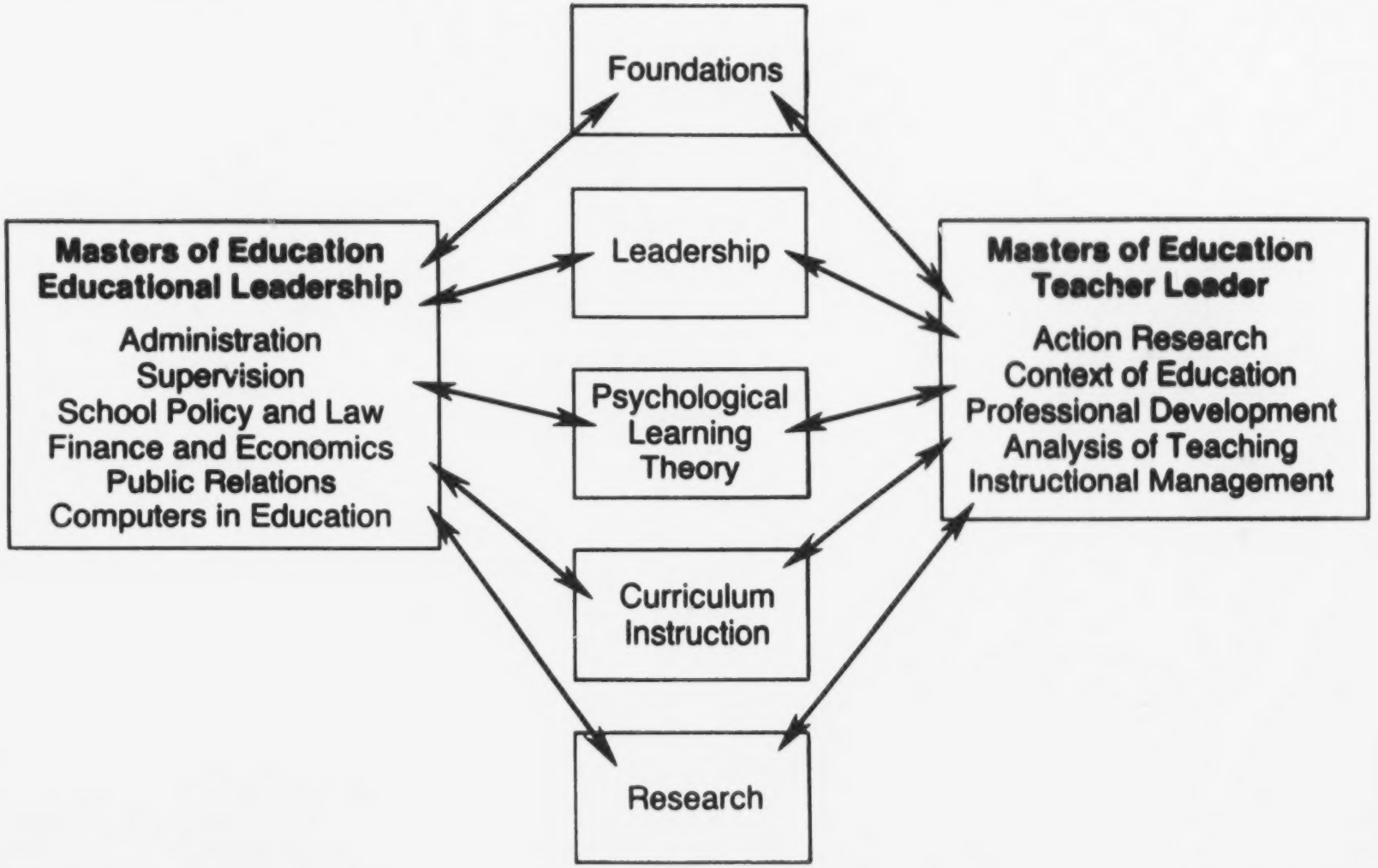
that leadership skills are needed within the classroom, within the school, within the school system, and within the service agencies that relate to the public sector. Within the public sector, selected Departmental programs are tailored for individuals preparing for human services and leadership roles in business, industry, government, military, and a variety of additional organizations in the human services sector.

The two masters degrees offered by the Department of Educational Leadership are the Master's Degree in Teacher Leader and Master's Degree in Educational Leadership. Within the Master's Degree in Educational Leadership, there are two emphases. The first is educational administration, the second is curriculum and supervision. Both of the degrees in Educational Leadership lead to state certification in administration or supervision.

The two masters degrees, though separate, have a great deal of commonalty. This commonalty is built into seven strands within the degrees (See Model 1). These strands are viewed as developmental and, as such, the character of each degree reflects several major differences.

The model for the two degrees, as they are now delivered, have five areas of common learning experiences. The Master's Degree in Educational Leadership emphasizes the more traditional preparation areas common to educational administration and curriculum supervision. The emphasis is upon those skills needed to lead and manage educational institutions. Skills such as supervision, finance, public relations, and law make up the core of the educational offerings.

Teacher Leader, in contrast, is an off-campus degree designed for the professional who wishes to remain in the classroom. Thus, the program emphasis is upon action research, professional development, instructional management, analysis of teaching, and team leadership. This degree does not provide certification for the student, but does allow a common core of


Foundations
Leadership
Psychological Learning Theory
Curriculum Instruction
Research
Masters of Education
Educational Leadership
Administration
Supervision
School Policy and Law
Finance and Economics
Public Relations
Computers in Education
Masters of Education
Teacher Leader
Action Research
Context of Education
Professional Development
Analysis of Teaching
Instructional Management

experiences that could be applied to certification, should the individual decide to take additional work. Also, a masters degree in pedagogy is required to secure permanent certification (in the teaching field) and this program has assisted teachers in meeting the state standard.

The five core areas common to both degrees are foundations, leadership, psychological learning theory, curriculum and instruction, and research. Within these broad areas, there have been specific courses designed for each of the two degrees. Though these courses have a degree of specificity, there are opportunities for substitution of courses for applicability to either degree. This flexibility in programming is offered to accommodate the scheduling needs of the student, as well as use resources within the Department effectively.

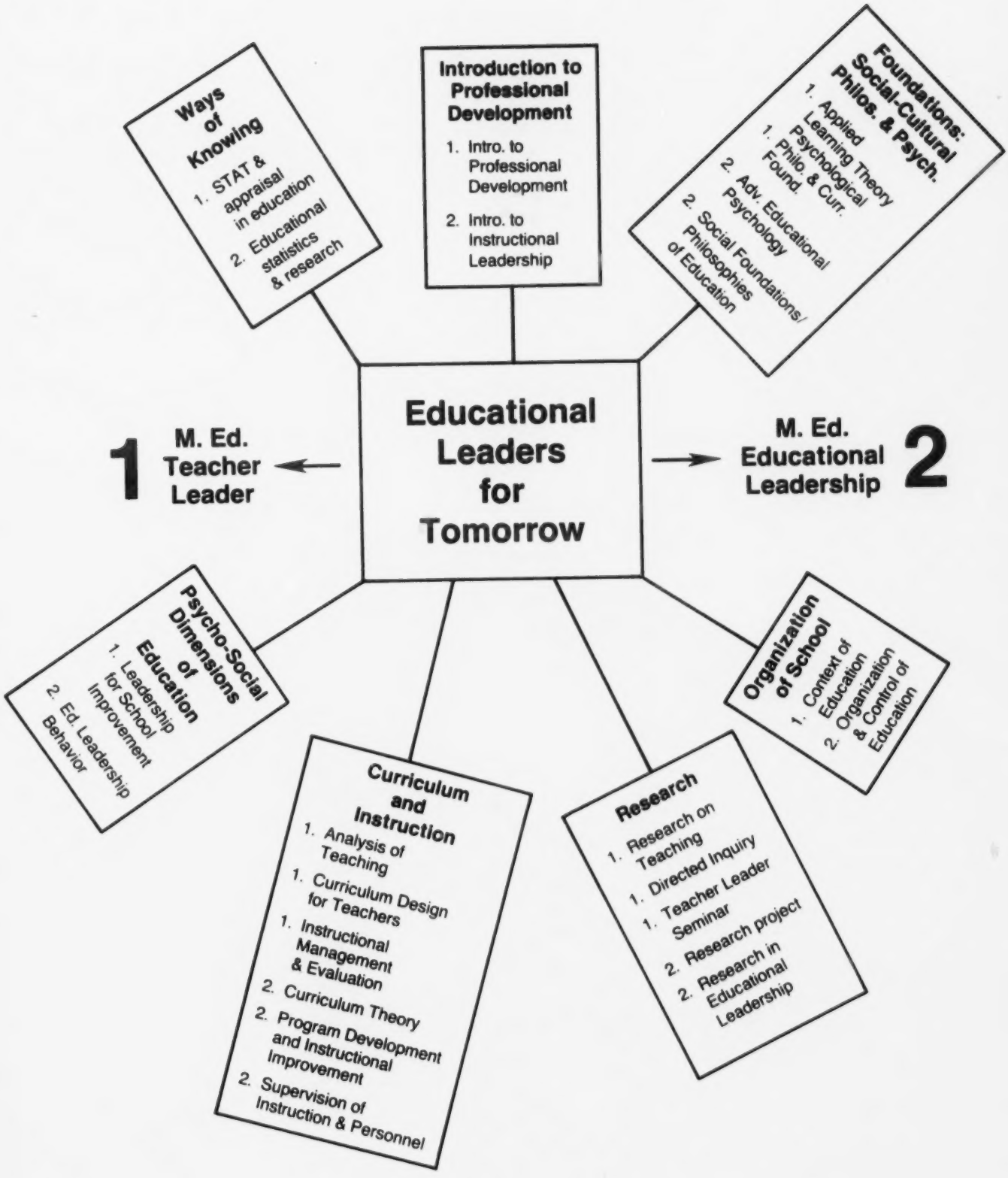
The Knowledge Base Model

The masters degrees that are currently offered in the Department of Educational Leadership are in the process of growth and redefinition. The core areas in the Master's Degree in Teacher Leader and Master's Degree in Educational Leadership will remain, but the basic philosophies underlining the degrees are being modified within the seven strands (See Model 2). Each strand has course structure unique to each degree, but is designed to address the fundamental goals of the strand. The model for the emerging programs is entitled Educational Leaders for Tomorrow, with each of the seven strands comprising the core of the two degrees.

Model 2 has an advantage over Model 1 because it is an evolving process and reflects contemporary instructional and developmental needs in educational leadership. The strands comprised in the model, though couched in less traditional language, speak to specific developmental needs as defined through the most current educational leadership research and the programmatical requirements that have been developed by the State of Ohio.

It is the belief of the membership of the Department of Educational Leadership that the strands, as explained below, provide the necessary philosophical structure for the course work

offered to allow for the personal, professional and scholarship needs of those students pursuing masters degrees in the department, and for the professional staff in the Department of Educational Leadership who must deliver the educational experiences.


Ways of Knowing
1. STAT & appraisal in education
2. Educational statistics & research
Introduction to Professional Development
1. Intro. to Professional Development
2. Intro. to Instructional Leadership
Foundations: Social-Cultural Philos. & Psych.
1. Applied Learning Theory
1. Philo. & Curr. Found.
2. Adv. Educational Psychology
2. Social Foundations/ Philosophies of Education
1
M. Ed. Teacher Leader
Educational Leaders for Tomorrow
M. Ed. Educational Leadership
2
Psycho-Social Dimensions of Education
1. Leadership for School Improvement
2. Ed. Leadership Behavior
Organization of School
1. Context of Education
2. Organization & Control of Education
Curriculum and Instruction
1. Analysis of Teaching
1. Curriculum Design for Teachers
1. Instructional Management & Evaluation
2. Curriculum Theory
2. Program Development and Instructional Improvement
2. Supervision of Instruction & Personnel
Research
1. Research on Teaching
1. Directed Inquiry
1. Teacher Leader Seminar
2. Research project
2. Research in Educational Leadership

STRAND A: INTRODUCTION TO PROFESSIONAL DEVELOPMENT

STRAND A

INTRODUCTION TO
PROFESSIONAL DEVELOPMENT

1) Introduction to Professional Development
2) Introduction to Instructional Leadership*

The purpose of Strand A is to provide the structure and underlining principles of leadership skills, decision making, problem solving, organization and development, communicational skills, and functional aspects of an instructional leadership role.

The goals of Strand A for Teacher Leader are to:

1. Develop a personal philosophy of education.
2. Identify an individual instructional role.
3. Examine personal values and attitudes as they relate to professional development.
4. Develop the appropriate strategies that will foster a climate of life-long professional development.
5. Analyze career demands.

The goals of Strand A for Educational Leadership are to:

1. Examine and develop a professional philosophy of leadership.
2. Identify a personal leadership style.
3. Examine values and attitudes as they relate to administrative leadership.
4. Develop and understand the need for both process and task orientation in

leadership.

5. Develop strategies to improve communication within an organization.

STRAND B: WAYS OF KNOWING

STRAND B

WAYS OF KNOWING

1) Statistics and Appraisal in Education
2) Educational Statistics and Research

The era of accountability has brought with it requirements for measurement of competency, knowledge testing, systematic reports of student achievement, and teacher performance. This expanding role of research and increased information flow requires educational leaders to be able to interpret and to disseminate information.

The increased availability of computers and expanded involvement of technology and information management have impacted upon the educational setting in significant ways. Thus, there is a need to provide educational leaders strategies to handle responsibilities and duties towards their communities in retrieving, interpreting, and sharing information.

The goals of Strand B for Teacher Leader are to:

1. Develop the ability to interpret test results.
2. Develop the basic knowledge of technology in its application in the classroom setting.
3. Develop the ability to incorporate computer information systems in order to effectively manage information flow.
4. Develop the ability to apply statistics in appraising the goals of an educational

program.

The goals of Strand B for Educational Leadership are to:

1. Develop the ability to read and evaluate critically the research literature pertaining to leadership.
2. Develop the ability to interpret and utilize educational statistics.
3. Develop the ability to incorporate computers in the conduct of research.
4. Develop the ability to interpret and conduct research.

STRAND C: FOUNDATIONS: SOCIAL-CULTURAL, PHILOSOPHICAL AND PSYCHOLOGICAL

STRAND C

FOUNDATIONS: SOCIAL-CULTURAL, PHILOSOPHICAL & PSYCHOLOGICAL

1) Applied Psychological Learning Theory/
1) Philosophical & Curriculum Foundations
2) Advanced Educational Psychology
2) Social Foundations and Philosophy of Education

The purpose of the foundation sequence is to provide a basis for understanding the educational process. The disciplines included in the foundations may include sociology, economics, political science, cultural anthropology, and philosophy. These disciplines provide a theoretical framework that promotes an understanding of the educational leadership function and process. The educational leader will be introduced to conceptual frameworks, theories and models of these disciplines as they relate to leadership problems and functions, such as school organization, school management, school goal setting, curriculum design, supervision of teaching, school learning climates, and school value systems.

The goals of Strand C for Teacher Leader are to:

1. Developing an understanding of cultural, social, and organizational factors that influence teaching and learning.
2. Develop a theoretical perspective of leadership.
3. Develop the relationship of learning, cultural, and social aspects of schooling.
4. Developing an understanding of how educational philosophical control the learning climate of a school.

The goals of Strand C for Educational Leadership are to:

1. Develop an understanding of school organization, goal setting, management and cultural development.
2. Develop an understanding of the political, economical, and social context of schools.
3. Develop an understanding of the different schools of educational philosophy.

STRAND D: PSYCHO-SOCIAL DIMENSIONS OF EDUCATIONAL LEADERSHIP

STRAND D:

PSYCHO-SOCIAL DIMENSIONS OF EDUCATION

1) Leadership for School Improvement
2) Educational Leadership Behavior

The purpose of this strand is to focus the educational leader on the dynamics of group behavior and personal interactions in educational organizations. This strand will develop knowledge and skills needed to mobilize the interest and skills of individuals in identifying and working towards accomplishing the tasks and goals of the school. Emphasis will be placed upon

identifying the educational leaders' values and beliefs, thereby increasing his/her ability to understand that behavior and social settings are shaped by both psychological and sociological forces.

The goals of Strand D for Teacher Leader are to:

1. Develop an understanding of interpersonal communications.
2. Develop an understanding of organizational communications.
3. Develop a congruence between personal beliefs and classroom organization.

The goals of Strand D for Education Leadership are to:

1. Develop an understanding of individual and group organizational behavior.
2. Develop an understanding of organizational client culture.
3. Develop an understanding of organizational theory.
4. Develop an understanding of organizational development in the change process.
5. Develop an understanding of the structure and control of the organizational climate.

STRAND E: CURRICULUM AND INSTRUCTION

STRAND E:

CURRICULUM AND INSTRUCTION

1) Analysis of Teaching
1) Curriculum Design for Teachers
1) Instructional Management and Evaluation
2) Curriculum Theory
2) Program Development and Instructional Improvement
2) Supervision of Instruction and Personnel

The purpose of this strand is to develop the knowledge and skills to design, implement, evaluate, and improve curriculum and instruction. The educational leader will have the opportunity to examine his/her attitudes and values regarding curriculum and instruction.

The educational leader will develop the skills to design, implement and evaluate the curriculum content, as that content and instruction address the educational goals of the institution. He/she will be provided experiences and opportunities to explore the curriculum in the context of the educational climate of the institution.

Emphasis will be placed upon the evolutionary aspects of change necessitated in curriculum and will draw upon current theories, research, design and implementation strategies.

The goals of Strand E for Teacher Leader are to:

1. Develop skill in curriculum design and development.
2. Develop curriculum designs that can respond to changes in instructional demands.
3. Develop strategies to implement curriculum designs.

The goals of Strand E for Educational Leadership are to:

1. Develop a knowledge of several curriculum theories.
2. Develop the ability to research issues that influence curriculum.
3. Develop strategies to evaluate curriculum.

STRAND F: ORGANIZATION OF SCHOOLS

STRAND F:

ORGANIZATION OF SCHOOLS

1) Context of Evaluation
2) Organization and Control of Education

This strand is designed to develop structural understandings of the school setting. Emphasis is upon the evolution of the theories and the laws that underly the free compulsory educational system, and the control and support by the public of the educational system. There will be a study of the structures that determine how districts and schools are organized under decentralized political subdivisions and how they are controlled by the state through those decentralized subdivisions. There will be emphasis upon the importance of administering and conducting an educational setting in the context of the legal provisions that have been established, by the state. The educational leader will learn the distinction between policy, laws, rules and regulations.

The goals of Strand F for Teacher Leader are to:

1. Develop an understanding of the institutional and functional aspects of government as it relates to education.
2. Develop an understanding of the political systems and how they impact upon public schools.
3. Develop an understanding of the roles and responsibilities of the individual within the school.

The goals of Strand F for Educational Leadership are to:

1. Develop an understanding of educational law.

2. Develop an understanding of administrative procedures, due process, and constitutional protections.
3. Develop an understanding of the theories, principles, and practices of organizations.
4. Develop an understanding of the school budget and finances.
5. Develop a knowledge of school buildings and grounds.

STRAND G: RESEARCH

STRAND G

RESEARCH

1) Research on Teaching
1) Directed Inquiry
1) Teacher Leader Seminar
2) Research Project
2) Research on Educational Leadership

This strand focuses upon the educational leaders' need to understand and interpret research, as well as his/her need to conduct research, answer questions and resolve problems that develop within the educational setting. The educational leader will be given the opportunity to read research and to conduct his/her own research using statistical measures and proper report writing.

The goals of Strand G for Teacher Leader and Educational Leadership are basically the same and they are to:

1. Be able to conduct individual research.
2. Be able to develop research design.

3. Be able to read and interpret educational research.
4. Be able to make statistical analyses of data.
5. Be able to collect, catalog, organize, and utilize raw data.
6. Be able to interpret test scores.
7. Be able to use diagnostic information for instructional improvement.
8. Be able to critically read and evaluate research literature.
9. Be able to understand the use of a variety of evaluation procedures.
10. Be able to demonstrate a basic knowledge of statistical methodology.

Second Masters Degree

A second masters degree is currently being developed by the Department of Educational Leadership. This masters degree is designed to follow and compliment the existing Masters Degree in Educational Leadership and Teacher Leader. The purpose of the second masters degree is to allow the student to complete his/her certification requirements in school administration or supervision in a placement model. This proposed degree could take one of two configurations. First, the degree could be offered to cohort groups. The course sequencing for a cohort group would consist of a summer, three quarters during the academic year, and a second summer. The other configuration permits students to secure all course work in a random fashion, i.e. securing appropriate courses on an as available schedule. The faculty advisor would provide direction for the proper sequence. The degree is designed for 33 quarter hours, eight of those hours comprising a field component, with the remaining classroom instruction offered primarily at the Main Campus. Table 1 outlines the proposed second masters degree.

Table 1

ED.L. SECOND MASTER'S DEGREE

First Summer	School Law	3 hours
	Role and Function of a School Administrator	2 hours
Fall	Public Relations/Politics/Board/ Superintendent/Staff Relations	4 hours + 2 hours field component
Winter	Finance/Economics/Business Management/Facilities	4 hours + 2 hours field component
Spring	Staff and Pupil Personnel Administration	4 hours + 2 hours field component
Second Summer	Curriculum/Instruction/Supervision	6 hours + 2 hours field component
	Seminar in Educational Leadership (Problem Issues Oriented Course)	2 hours
	Total	33 hours

Note: This option does not provide for any electives.

Most of the courses needed for the second masters degree currently exist in the WSU graduate catalog for the Department of Educational Leadership. Several of these courses would need modification in order to properly address the various topics required for certification. The specific course designations have been omitted from Table 1 because this degree is still to be approved by the University.

Educational Specialist Degree

The Educational Specialist Degree is a cooperative effort between the University of Dayton and Wright State University to provide advanced graduate training within the framework of educational leadership. The program is oriented toward preparing educational leaders to work with various public and private school districts in western Ohio. The degree is designed to prepare individuals for specialization in the following types of roles: superintendents,

assistant superintendents, supervisors, principals, business managers, and directors or coordinators of: staff personnel, instruction, curriculum and public relations.

The program is designed to emphasize achievement of competence in leadership, institutional change, decision making, organizational behavior and communication processes. Furthermore, the program focuses upon the development of broad understanding and experience across professional fields of educational leadership, the acquisition of in-depth knowledge in one specific area of educational leadership, and the acquisition of concepts from related fields of knowledge (cognates). The program builds upon elements from both Model 1 and Model 2 as previously discussed in this "Philosophy and Mission" statement. The program attempts to integrate a social systems approach to decision making with emphasis upon the human interactive processes. The technical skills for effective leadership require both a conceptual and functional base for effective functioning. It is implied within the Educational Specialist program that the prospective leader is likely to experience and enhance both the conceptual and functional domains of leadership for effective work in public schools and human service agencies. It also requires the development of the human relations dimension for effective interaction with a variety of constituent groups. With this perspective, the Educational Specialist program requires skill demonstration for working with different organizational components that currently exist in schools and human service agencies. This is accomplished through case studies, policy papers, oral presentations and field experience.

While appearing somewhat traditional, the areas of concentration delineated for the Educational Specialist Degree focus on organizational administration, curriculum and instructional improvement, staff and pupil personnel administration, organizational behavior, research and a series of integrative seminars that focus on leadership, philosophy and ethics. The program draws upon resources from both the College of Education at Wright State and the

School of Education at the University of Dayton. The faculty from both units deliver courses that are open to enrolled students on either campus. The chairpersons of both departments meet on a regular basis to plan offerings that will permit an interchange of students and faculty for delivery of the program.

The design of the program incorporates a variety of educationally sound features which reflect emergent practices in the field of educational leadership. For example: 1) the use of cognate courses from other disciplines that contribute to leadership development, e.g., business, behavioral science etc. 2) an emphasis upon problem solving through a social systems approach to learning and decision making. 3) an emphasis upon human relations skills. 4) an emphasis upon knowledge, skills and attitudes needed for successful leadership in education and human services. 5) an emphasis upon future orientation with flexibility in the design of electives to permit development of skills for future leadership positions.

In sum, the educational specialist degree draws upon applied and theoretical knowledge from Strands A, B, C, D, E, F and G. While our approach for utilization of the knowledge base model is different, we seek the same general outcomes in terms of preparing an educational leader who can function effectively in a variety of situations. As an intermediate degree between the masters and doctoral degrees the educational specialist is self contained and provides those leadership skills that permit practitioners to enhance their credentials and acquire a new knowledge base for effective leadership.

In analyzing the educational specialist program, one will note the requirement for both technical skill development, human relation skill development and conceptual skill development. The three basic skill areas are required by educational leaders and are defined as (Katy, 1955):

1. Technical Skill:
   An understanding of, and proficiency in a specific kind of activity, particularly one involving methods, process, and techniques. Technical skill involves specialized knowledge, analytical ability, and ease in the use of the tools and techniques of the

specific discipline. Examples of this skill would be: how to manage a student activity fund, how to implement a systems approach such as PPBS, etc.

2. Human Relations Skill:
   The ability to work as a group member and to build cooperative efforts within the team one leads. Examples of this skill would be: how to interact effectively with individuals and groups, how to involve differing constituencies of a school district and help them reach consensus, etc.

3. Conceptual Skill:
   The ability to see the enterprise as a whole. This includes recognizing how the various functions of the organization depend on one another, and how changes in any one part affect all the others. Recognizing those relationships and perceiving the significant elements in any situation, the leader is able to act in a way which advances the over-all welfare of the total organization. Examples of this skill would be: how to recognize and work with varying social forces, how to design a systematic approach to deal with a specific problem encompassing many units and elements, etc.

The above skills are articulated through the knowledge base strands and course sequences for the Educational Specialist program.

Department Courses and Knowledge Base

A review of all department courses is in progress (see attached).

END

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